











# GUIDELINES

## CONTENTS

- Managing the Module
- Background Information
- Skills Development
- Strands

| Linkages  | Integration  |  |  |
|---|--|--|--|
| <br>SESE Geography | <br>Mathematics | <br>Visual Arts | <br>Drama   |
| <br>SESE Science   | <br>SPHE        | <br>Gaeilge     | <br>English |





### Managing the Module: Senior Classes

#### Guiding the Excavation

1. Monitor that the excavation is being carried out properly. If necessary, remind the pupils that an excavation licence can be withdrawn!
2. Help the pupils build up a picture of what the artefacts are telling them. (AS3)
3. Make sure that random holes are not dug searching for artefacts. Archaeological excavation is a scientific process- not a treasure hunt!
4. Ensure there are no mounds of loose sand in the excavation box.
5. Try to keep the groups working at a similar pace. It is not a race!
6. Once an artefact is found ensure that there is a place for it to be stored before the excavation proceeds- the pupils will be anxious for the excavation to continue and the artefacts found can easily be discarded and forgotten.
7. When layer 1 is completed try and pause proceedings so that the artefacts already discovered can be considered in some detail using AS1. It will be a matter of judgement whether the pupils also fill in AS3 and AS4.

The questions in Activity Sheet 3 can be used to lead a group discussion using one of the artefacts like a bottle top (see Exemplar 11 *Investigating an object* in the Curriculum Teacher Guidelines for History). Take another artefact from the bottom layer - the stone tool- and ask the same sort of questions about it.

#### The Top Layer

The artefacts must be easily identifiable to the pupils. There are numerous combinations that one can use. The Birthday Party works well because pupils are very familiar with the artefacts associated with such an event. You could also use a mix of artefacts and let the pupils imagine a story based on them.

#### The Birthday Party

Think of the artefacts left after a birthday party that the pupils will recognise. The following are just a suggested list:

- Used birthday candles - the number will indicate the age of the pupil.
- A number of lollipop sticks - the number will indicate how many were at the party. If there is no marks on the sticks use green and orange highlighter along one end of the stick. This will enable the pupils to identify the type of lollipop consumed (orange pop, lemon pop, chocolate pop etc)
- Part of a snack packet - crisps, snacks, sweets etc
- Plastic bottle: -milk, spring water, coke etc. A bottle top is easier to bury and has all the information you need.
- Toy - suiting a boy or girl



The birthday party can also be used to discuss concepts of age and time, family celebrations, and national customs (different countries celebrate birthdays very differently; see below).

### How Different Countries Celebrate Birthdays

The tradition of celebrating birthdays is an old one and first began in Europe. There was a superstition that evil spirits were drawn to people when the anniversary of their birth came around. In order to ward off the spirits family and friends would shower the birthday person with goodwill and gifts. This is how that tradition of celebrating a birthday began!

At first it was only very important people who celebrated their birthdays, such as kings or elders. It was in Germany that children first began to celebrate their birthdays in a party called *kinderfeste*.

Some birthday traditions are very similar the world over. Common ways that birthdays are celebrated include the lighting of birthday candles, the smoke of which carried prayers and wishes to the heavens. Birthday games were used as a measure of the continuing strength and agility of the birthday person. Here are examples of some birthday traditions unique to certain countries:

**Argentina** - *Pulls on the earlobe*. The birthday child gets a pull on the earlobe for every year of their lives

**Denmark** - *Flying flags*. A flag is flown outside the house to shown neighbours that there is a birthday child inside. Presents are tucked under the bed when the child is asleep.

**India** - *Coloured dress and chocolates*. The birthday girl wears a highly coloured dress to school and hands out gifts of chocolate to the rest of the class.

**Nepal** - *Mark on the forehead*. A special mix of rice yoghurt and colour is put on the birthday child's forehead for luck.



More examples of how different countries celebrate birthdays can be found at [web.aces.uiuc.edu/wellnessways/pdf/ho\\_BirthdayCelebrations.pdf](http://web.aces.uiuc.edu/wellnessways/pdf/ho_BirthdayCelebrations.pdf)

### Other Suggested Activities

Picnic  
Camping  
Football match  
Wedding

crisps packet, bottles of drink, cake wrappers etc.  
tent peg, sardine tin, charcoal etc.  
whistle, bottles of drink, part of programme, stud of boot etc.  
cork of wine bottle, cake decoration, confetti etc.



### The Bottom Layer

A Stone Age hunter-gatherer feast is suggested for the lower (older) layer. It will not be possible to source genuine Stone Age artefacts to represent such a feast. It is therefore suggested that natural objects, like nuts and shells, be used. The teacher will need to guide the pupils towards recognising these as artefacts related to a Stone Age feast. For example, the hazelnuts could be broken and the nut extracted to suggest human activity. The Stone Age feast is useful in conjunction with the modern birthday party, as a means of contrasting the difference between the two eras.



**Prompt:** Prior to carrying out the excavation it would be useful if the pupils have a basic understanding of Stone Age hunter-gatherers (Module 4).

#### Stone Age feast:

- Pointy stone - shaped like an arrowhead (see Module 4). An excellent source is road chippings or garden centres.
- Wild animal bone - the beach is a good place to glean a lot of artefacts including good clean wild animal bones. If you are stuck you could use a toy dog bone. Fish bones are good but most are too small to find in the sand.
- Hazelnuts - easy to buy. Break a few open and take out the nut.
- Seashells - again the beach is a good source. If you are an inland school this proves a very interesting find. How did it get there? What does it tell you about hunter-gathers in the local area? (trade/exchange)

### Ideas for Other Periods

|            |  |
|------------|--|
| Neolithic  | First Farmers: clay pots (broken flowerpot), bones of domesticated animal, corn, stone axe, etc. |
| Bronze Age | Gold jewellery (painted bean tin), bronze axe/object (make if possible), clay pots, beads, etc.  |
| Iron Age   | Iron nail, sword with La Tené art chalked onto it, or a stick with ogham carved onto it, etc.    |

### Layer Record Sheet (AS4)

An optional extra for senior classes is to use the Layer Record Sheet (see below). This will slow down the excavation process and the pupils may get impatient so its use needs to be considered. If it is used you will need to show the pupils how the depth of the layer should be recorded. There are two correct ways of doing this: leave a small section unexcavated and measure its depth, or mark the top and bottom of the layer on the inside of the box and measure the distance between them. Do not allow the pupils to poke a ruler down through the layer- this is not possible on a real excavation.

The location of artefacts is also important to the archaeologist. If there is a concentration of artefacts at one end of the tray (e.g. the birthday party) one can suggest the activity took place at that end.



## Managing the Module: Junior Classes

## Infants

Prepare a single tray with artefacts of an activity the pupils are familiar with e.g. birthday party. The Teacher carries out the excavation in front of the class. Excavation should be carried out as instructed for senior classes. Record the uncovered artefacts on the board. Discuss the artefacts with the pupils. Use the artefacts to show what happened e.g. - birthday party of 5-year-old boy, they ate crisps and drank coke.

- What did you find? Birthday candles.
- What does that show? A birthday party.
- Did the party take place? (used candles- yes; unlit- no)
- How do you know it is a birthday candle? Could they be candles to provide light?
- How many children were at the party? (Count the lollipop sticks).

**Closing Activity:** Draw one of the artefacts and colour in.

## 1st and 2nd

Divide the children up into groups of 3-4. Prepare trays with a single layer of sand. Place 3-4 artefacts in the layer (the pupils should be familiar with the artefacts e.g. birthday party/picnic). Put a similar selection of artefacts in each tray. The pupils should take it in turns to excavate carefully (according to instructions for senior classes). Place the excavated artefacts in a safe place. Ask each group what they found, record the artefacts on the board.

**Closing Activity:** Ask each pupil to draw an artefact and colour in. Suggest what it was used for.





### Skills and Concepts Development: *Working as a Historian*



#### INFANT CLASSES

- Time and Chronology:** • The pupils become aware of and discuss the artefacts from the excavation as a simple story about an event that happened in the past- the birthday party.
- Using Evidence:** • The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past- a birthday party.
- Communication:** • The artefacts from the excavation can be used as a means of communicating a story from the past- a birthday party- using drama (the process of the excavation), art work (drawing the artefacts) and information (what do the artefacts tell us?).

#### 1ST AND 2ND CLASSES

- Time and Chronology:** • The pupils can begin to distinguish between past, present and future events by seeing the excavation as evidence for an event that happened in the past- a birthday party.
- Change and Continuity:** • Using the concept of the birthday party as revealed by the artefacts from the excavation the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).
- Cause and Effect:** • Using the concept of the birthday party the pupils can relate the event with a consequence- the artefacts left behind from the event.
- Using Evidence:** • The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past- a birthday party.
- Synthesis and Communication:** • The artefacts from the excavation can be used as a means of communicating a story from the past- a birthday party- using drama (the process of the excavation), art work (drawing the artefacts) and writing (write an account of the birthday party using the artefacts as evidence).
- Empathy:** • Using the artefacts from the excavation the pupils can imagine and discuss the event- a birthday party-, which has left these things behind as evidence.

#### 3RD AND 4TH CLASSES

- Time and Chronology:** • The pupils can begin to distinguish between past, present and future events by seeing the excavation as evidence for an event that happened in the past- a birthday party.
- Using the excavation process as a model the pupils will experience how to record information about people and events in the past.
- Using the birthday party the pupils can become more familiar with date conventions used in studying the past, including day, month and year as used to record birthdays.
- Change and Continuity:** • Using the concept of the birthday party as revealed by the artefacts from the excavation the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).
- Cause and Effect:** • Using the concept of the birthday party the pupils can relate the event with a consequence- the artefacts left behind from the event.
- Using Evidence:** • The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past- a birthday party.
- Using the artefacts from the excavation they can ask questions about this evidence in terms of using it as a source of information derived by deduction.
- Synthesis and Communication:** • The artefacts from the excavation can be used as a means of communicating a story from the past- a birthday party.
- This can be done using drama and oral language (the process of the excavation), art work (drawing and describing the artefacts) and writing (filling in the forms and writing an account of the birthday party using the artefacts as evidence).
- Empathy:** • Using the artefacts from the excavation the pupils can imagine and discuss the event- a birthday party-, which has left these things behind as evidence.
- They can also explore the feelings and emotions associated with the birthday party.



### 5TH AND 6TH CLASSES

|                              |  |
|------------------------------|--|
| Time and Chronology:         | <ul style="list-style-type: none"> <li>The pupils can develop an understanding of time and chronology as revealed by the process of an archaeological excavation.</li> <li>They can use the evidence from the excavation to place people, objects and events within a broad historical framework- the present (birthday party) and the remote past (hunter-gatherers).</li> <li>Use words, phrases and technical terms to both describe the excavation, record their findings and explore the meaning behind their findings.</li> </ul>  |
| Change and Continuity:       | <ul style="list-style-type: none"> <li>Using the concept of the birthday party as revealed by the artefacts from the excavation the pupils can explore ideas of change (different presents for different ages) and continuity (having a birthday on the same day every year).</li> </ul>   |
| Cause and Effect:            | <ul style="list-style-type: none"> <li>Using the concept of the birthday party the pupils can relate the event with a consequence- the artefacts left behind from the event.</li> <li>Appreciate that events in the past leave behind certain types of evidence- as revealed in the process of an archaeological excavation.</li> </ul>  |
| Using Evidence:              | <ul style="list-style-type: none"> <li>The pupils encounter the artefacts from the excavation as evidence for an event that happened in the past- a birthday party.</li> <li>Using the artefacts from the excavation they can ask questions about this evidence in terms of using it as a source of information derived by deduction.</li> <li>Distinguish between primary evidence- the artefacts from the excavation- and secondary evidence- information they can find out about the history of birthday celebrations from other sources of information.</li> <li>Using the artefact analysis forms they can make some simple deductions about the artefacts as evidence of a past event.</li> <li>Recognise that the evidence they are presented with from the excavation is partial and understand how archaeologists are often working with very tentative evidence in trying to reconstruct past events.</li> </ul> |
| Synthesis and Communication: | <ul style="list-style-type: none"> <li>The artefacts from the excavation can be used as a means of communicating a story from the past- a birthday party.</li> <li>This can be done using drama and oral language (the process of the excavation), art work (drawing and describing the artefacts) and writing (filling in the forms and writing an account of the birthday party using the artefacts as evidence).</li> <li>Using the evidence from the excavation the pupils can use this physical evidence to communicate an understanding of a past event.</li> </ul>  |
| Empathy:                     | <ul style="list-style-type: none"> <li>Using the artefacts from the excavation the pupils can imagine and discuss the event- a birthday party-, which has left these things behind as evidence.</li> <li>They can also explore the feelings and emotions associated with the birthday party. This can then be contrasted with the evidence from the lower layer- the Stone Age feast- as demonstrating the difference between ancient and modern lifestyles.</li> </ul>  |

### Strands

#### Infants

#### Strand: Myself and my family

*The child should be enabled to*

- explore and record significant personal events and dates
- collect and examine simple evidence.

Strand unit: Myself

*The child should be enabled to*

- compare relative ages: old/older, young/younger
- collect simple evidence
- discuss developments in the life of the family and things which have stayed the same.

Strand unit: My family

#### Strand: Story

*The child should be enabled to*

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- listen to local people telling stories about their past
- express or record stories through art work, drama, music, mime and movement and using information and communication technologies.

Strand unit: Stories

#### 1st & 2nd Classes

#### Strand: Myself and my family

*The child should be enabled to*

- explore and record significant personal dates and events.

Strand unit: Myself

*The child should be enabled to*

- explore and record significant features, events and dates in the past of the child's family and extended family
- compare ages of family members: old/older, young/younger
- discuss and record significant family events
- collect, explore and discuss a range of simple evidence, noting changes and developments and items which have stayed the same.

Strand unit: My family

*The child should be enabled to*

- explore and discuss the origins and traditions of some common festivals.

Strand unit: Feasts and festivals

#### Strand: Story

*The child should be enabled to*

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- listen to local people telling stories about their past
- listen to, discuss, retell and record a range of myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
- express or record stories through simple writing, art work, drama, music, mime and movement and using information and communication technologies.

Strand unit: Stories

#### 3rd & 4th Classes

#### Strand: Local Studies

*The child should be enabled to*

- become familiar with the origins and traditions associated with some common festivals in Ireland and other countries
- explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.

Strand unit: Feasts and festivals in the past

#### Strand: Story

*The child should be enabled to*

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- listen to local people telling stories about their past
- discuss chronology of events (beginning, middle, end) in a story
- examine and begin to make deductions from some simple relevant evidence.

Strand unit: Stories from the lives of people in the past

*The child should be enabled to*

- listen to, discuss, retell and record a range of myths and legends from various cultural, ethnic and religious backgrounds in Ireland and other countries
- discuss the actions and feelings of characters
- express or record stories through oral and written forms, art work, drama, mime, movement and information and communication technologies.

Strand unit: Myths and legends

#### Strand: Early people and ancient societies

*The child should be enabled to*

- become familiar with aspects of the lives of these peoples
- examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally.

Strand unit: Stone Age peoples





### Strand: Local Studies

*The child should be enabled to*

- become familiar with the origins and traditions associated with a range of festivals in Ireland and other countries
- explore, discuss and record some of the ceremonies, stories, legends, poetry, music, dances and games associated with these feasts and festivals.

Strand unit: Feasts and festivals in the past

### Strand: Story

*The child should be enabled to*

- become aware of the lives of women, men and children from different social, cultural, ethnic and religious backgrounds, including the lives of "ordinary" as well as "more famous" people
- listen to local people telling stories about their past
- discuss the chronology of events in a story
- examine and begin to make deductions from some simple relevant evidence.

Strand unit: Stories from the lives of people in the past

*The child should be enabled to*

- listen to, discuss, retell and record a wider range of more complex myths and legends from different cultural, ethnic and religious backgrounds in Ireland and other countries
- discuss the chronology of events in the stories
- discuss the actions and feelings of characters
- relate the myths and legends to the beliefs, values and traditions of the peoples from which they came
- discuss the forms of expression and conventions used in myths and their retelling.

Strand unit: Myths and legends

### Strand: Early people and ancient societies

*The child should be enabled to*

- become familiar with aspects of the lives of these peoples
- examine and become familiar with evidence we have which tells us about these people, especially evidence of these people which may be found locally.

Strand unit: Stone Age peoples





### LINKAGES ACROSS THE CURRICULUM



SESE  
Geography

#### INFANTS

**Strand: Human environments**  
Strand Unit: People at work; people at play

#### 1ST AND 2ND CLASSES

**Strand: Human environments**  
Strand Unit: People at work; people at play

**Strand: Natural environments**  
Strand Unit: The local natural environment

#### 3RD AND 4TH CLASSES

**Strand: Human environments**  
Strand Unit: People at work; people at play

**Strand: Natural environments**  
Strand Unit: The local natural environment  
Strand Unit: Rocks and soils

**Strand: Environmental awareness and care**  
Strand Unit: Environmental awareness  
Strand Unit: Caring for the environment

#### 5TH AND 6TH CLASSES

**Strand: Human environments**  
Strand Unit: People at work; people at play  
Strand Unit: Trade and development issues

**Strand: Natural environments**  
Strand Unit: The local natural environment  
Strand Unit: Rocks and soils

**Strand: Environmental awareness and care**  
Strand Unit: Environmental awareness  
Strand Unit: Caring for the environment



SESE  
Science

#### INFANTS

**Strand: Living things**  
Strand Unit: Myself

**Strand: Energy and forces**  
Strand Unit: Light  
Strand Unit: Forces

**Strand: Materials**  
Strand Unit: Properties and characteristics of materials

**Strand: Environmental awareness and care**  
Strand Unit: Caring for my locality

#### 1ST AND 2ND CLASSES

**Strand: Living things**  
Strand Unit: Myself  
Strand Unit: Plants and animals

**Strand: Energy and forces**  
Strand Unit: Light  
Strand Unit: Forces

**Strand: Materials**  
Strand Unit: Properties and characteristics of materials

**Strand: Environmental awareness and care**  
Strand Unit: Caring for my locality

#### 3RD AND 4TH CLASSES

**Strand: Living things**  
Strand Unit: Human life  
Strand Unit: Plant and animal life

**Strand: Energy and forces**  
Strand Unit: Light  
Strand Unit: Forces

**Strand: Materials**  
Strand Unit: Properties and characteristics of materials  
Strand Unit: Materials and change

**Strand: Environmental awareness and care**  
Strand Unit: Caring for the environment  
Strand Unit: Environmental awareness

#### 5TH AND 6TH CLASSES

**Strand: Living things**  
Strand Unit: Human life  
Strand Unit: Plant and animal life

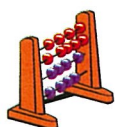
**Strand: Energy and forces**  
Strand Unit: Light  
Strand Unit: Forces

**Strand: Materials**  
Strand Unit: Properties and characteristics of materials  
Strand Unit: Materials and change

**Strand: Environmental awareness and care**  
Strand Unit: Caring for the environment  
Strand Unit: Environmental awareness  
Strand Unit: Science and the environment



## INTEGRATION ACROSS THE CURRICULUM



Mathematics

### INFANTS

Strand: Early mathematical activity  
Strand: Number  
Strand: Shape and space  
Strand: Data

### 1ST AND 2ND CLASSES

Strand: Shape and space  
Strand: Number  
Strand: Data  
Strand: Measures

### 3RD AND 4TH CLASSES

Strand: Shape and space  
Strand: Number  
Strand: Data  
Strand: Measures

### 5TH AND 6TH CLASSES

Strand: Shape and space  
Strand: Measures  
Strand: Number  
Strand: Data



Visual Arts

### INFANTS

Strand: Drawing  
Strand: Construction  
Strand: Fabric and fibre

### 1ST AND 2ND CLASSES

Strand: Drawing  
Strand: Construction  
Strand: Fabric and fibre

### 3RD AND 4TH CLASSES

Strand: Drawing  
Strand: Fabric and fibre  
Strand: Construction

### 5TH AND 6TH CLASSES

Strand: Drawing  
Strand: Construction  
Strand: Fabric and fibre



Drama

### INFANTS

Strand: Exploring and making drama  
Strand: Co-operating and communicating in making drama

### 1ST AND 2ND CLASSES

Strand: Exploring and making drama  
Strand: Co-operating and communicating in making drama

### 3RD AND 4TH CLASSES

Strand: Exploring and making drama  
Strand: Co-operating and communicating in making drama

### 5TH AND 6TH CLASSES

Strand: Exploring and making drama  
Strand: Co-operating and communicating in making drama



SPHE

### INFANTS

Strand: Myself  
Strand: Myself and others  
Strand: Myself and the wider world

### 1ST AND 2ND CLASSES

Strand: Myself  
Strand: Myself and others  
Strand: Myself and the wider world

### 3RD AND 4TH CLASSES

Strand: Myself  
Strand: Myself and others  
Strand: Myself and the wider world

### 5TH AND 6TH CLASSES

Strand: Myself  
Strand: Myself and others  
Strand: Myself and the wider world



Gaeilge

### RANGANNA NAÍONÁN

#### 1 AGUS 2 RANGANNA

Snáithe: Éisteacht  
Snáithe: Labhairt

#### 3 AGUS 4 RANGANNA

Snáithe: Éisteacht  
Snáithe: Labhairt  
Snáithe: Scríbhneoireacht

#### 5 AGUS 6 RANGANNA

Snáithe: Éisteacht  
Snáithe: Labhairt  
Snáithe: Scríbhneoireacht  
Snáithe: Léitheoireacht

Snáithe: Éisteacht  
Snáithe: Labhairt  
Snáithe: Scríbhneoireacht  
Snáithe: Léitheoireacht



English

### INFANTS

#### 1ST AND 2ND CLASSES

Strand: Receptiveness to language  
Strand: Competence and confidence in using language  
Strand: Developing cognitive abilities through language  
Strand: Emotional and imaginative development through language

#### 3RD AND 4TH CLASSES

Strand: Receptiveness to language  
Strand: Competence and confidence in using language  
Strand: Developing cognitive abilities through language  
Strand: Emotional and imaginative development through language

#### 5TH AND 6TH CLASSES

Strand: Receptiveness to language  
Strand: Competence and confidence in using language  
Strand: Developing cognitive abilities through language  
Strand: Emotional and imaginative development through language



